FRESHMAN ACADEMIES

Sunnyside School District

Presenter Introductions

ALISSA WELCH
SUNNYSIDE HIGH SCHOOL
FRESHMAN ACADEMY PRINCIPAL

ROSEMARY ROSAS
DESERT VIEW HIGH SCHOOL
FRESHMAN ACADEMY PRINCIPAL

TOP REASONS FOR FRESHMAN ACADEMIES

1. Connect all students to supportive adults who guide them and help them plan for their present and future
2. Improve attendance and academic achievement
3. Provide students with integrated learning opportunities linked to core standards
4. Promote preparation for college and career readiness while incorporating 21st Century Skills

Essential Element #1:

CONSISTENCY

- **COLLABORATE** to create mission, vision, expectations and agreed upon goals
- Develop common policies to be utilized by everyone including, but not limited to classroom management expectations and practices, homework policies, grading policies, etc.
- Construct specific interventions to support both behavior and academic issues
- Memorialize common constructs in student/teacher handbook

Essential Element #2:

STRUCTURE

- ❑ Dedicated administrative team
  -Principal, Academic Interventionist, Two Counselors
- ❑ Core content team grouping
- ❑ Common planning time for team teachers
- ❑ Freshman specific bell schedule
- ❑ Data driven placement in intervention/honors courses
- ❑ Limited elective choices
- ❑ Multiple opportunities for students to fully integrate in the high school experience i.e. athletics, the arts, music, clubs, etc.

Essential Element #2:

STRUCTURE

- Separate Geographic Area as Much as Possible

Freshman 3230-3232 3234-3240 Academy

Freshman Academy

Freshman Academy
Office

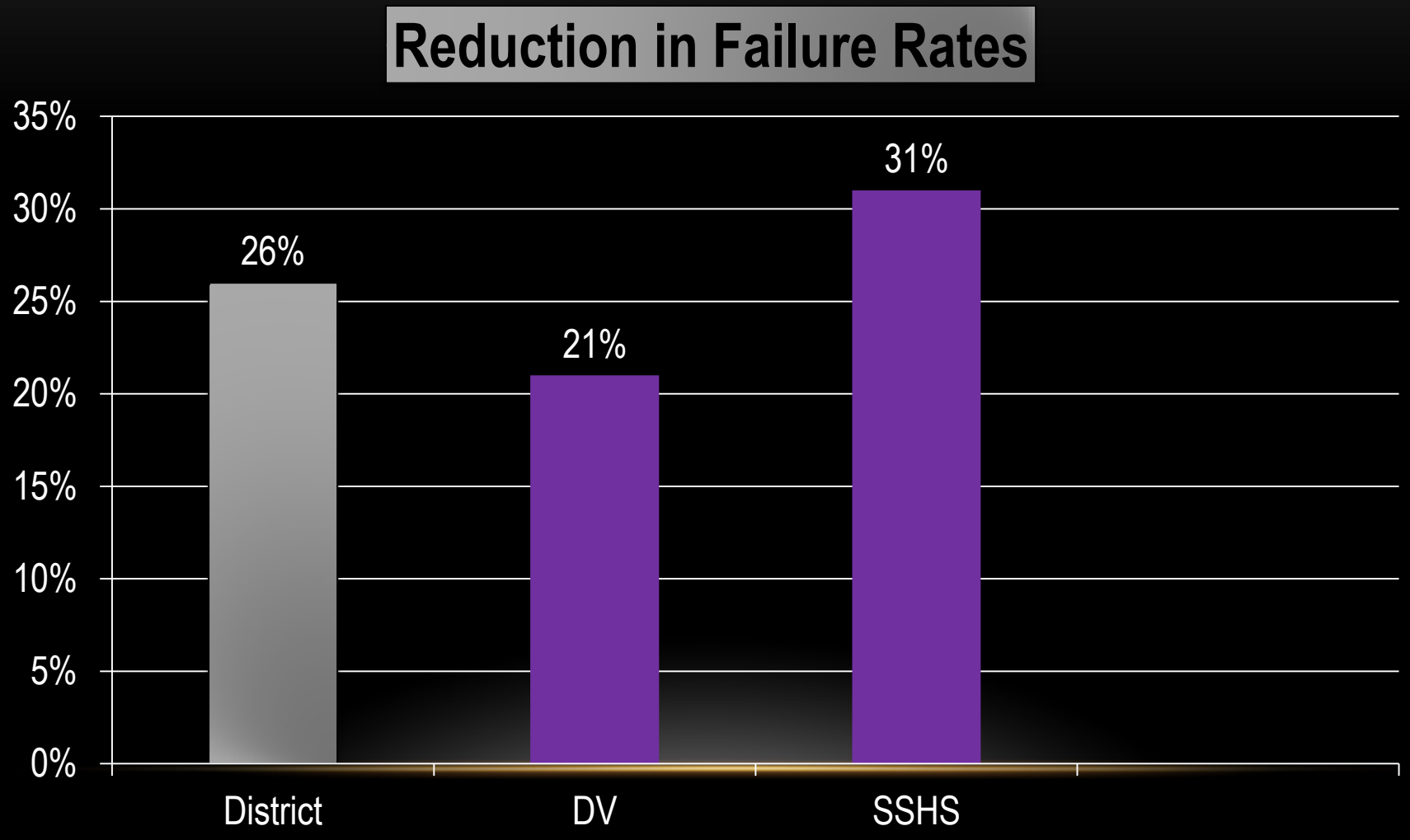
DESERT VIEW
HIGH SCHOOL
JAGUARS
ARIZONA

Essential Element #3:

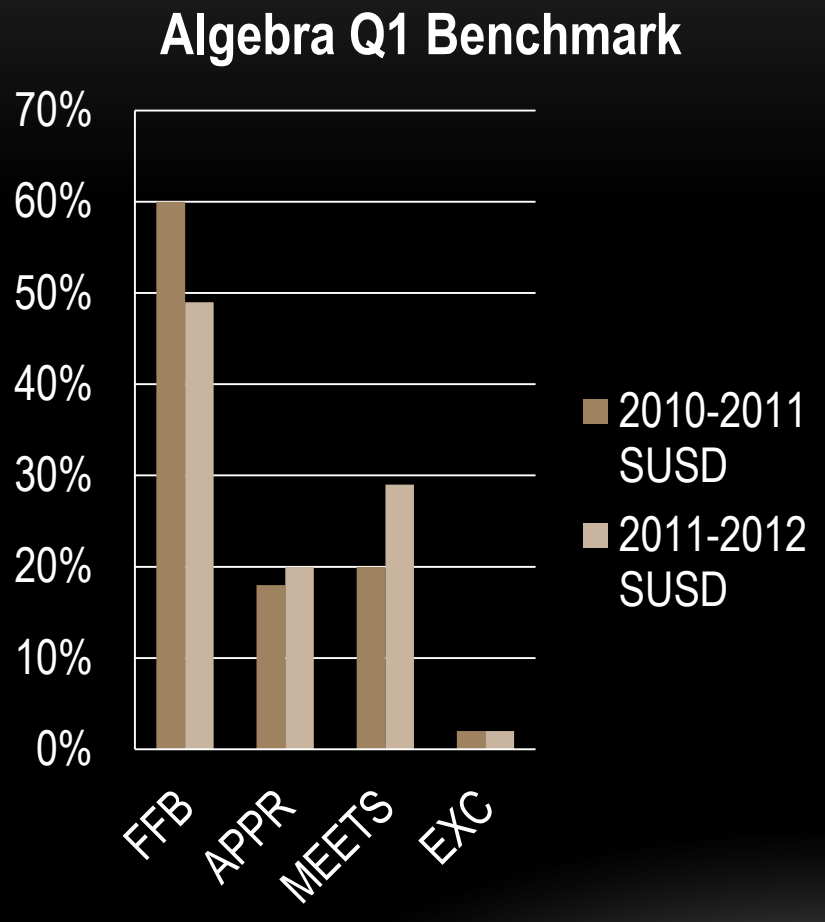
INTERVENTIONS

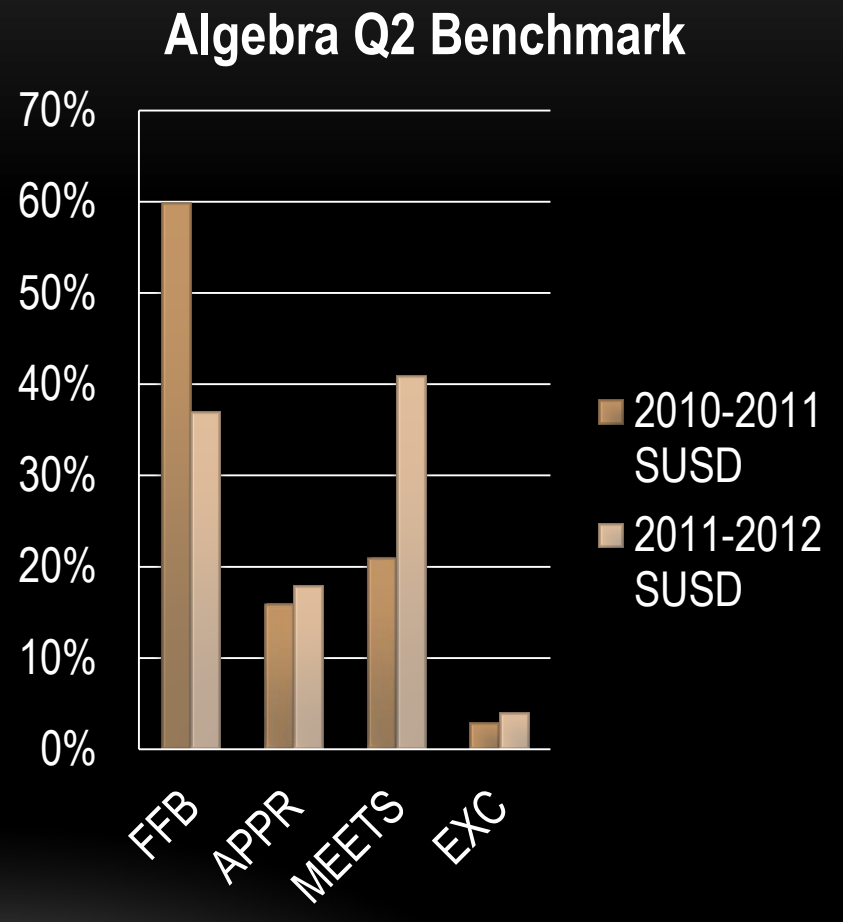
- ❑ Common teacher planning time built into the schedule
  - -Three Sessions Per Week
    - a. Data Discussions Related to Student Performance
    - b. *Coordinated Intervention Plans w Counselor Present
    - c. Cross-curricular Lesson Planning and Coordination
- ❑ *Student Solution Conferencing
- ❑ *ECCAPP: Mandatory Tutorials and Re-Teach Opportunities
- ❑ *Classroom “Grounding” and Team “Grounding”
- ❑ *Extended Day and Saturday School Concept Recovery
- ❑ *Intervention Classes
- ❑ *Support Groups

RESULTS: FIRST YEAR FRESHMAN ACADEMY

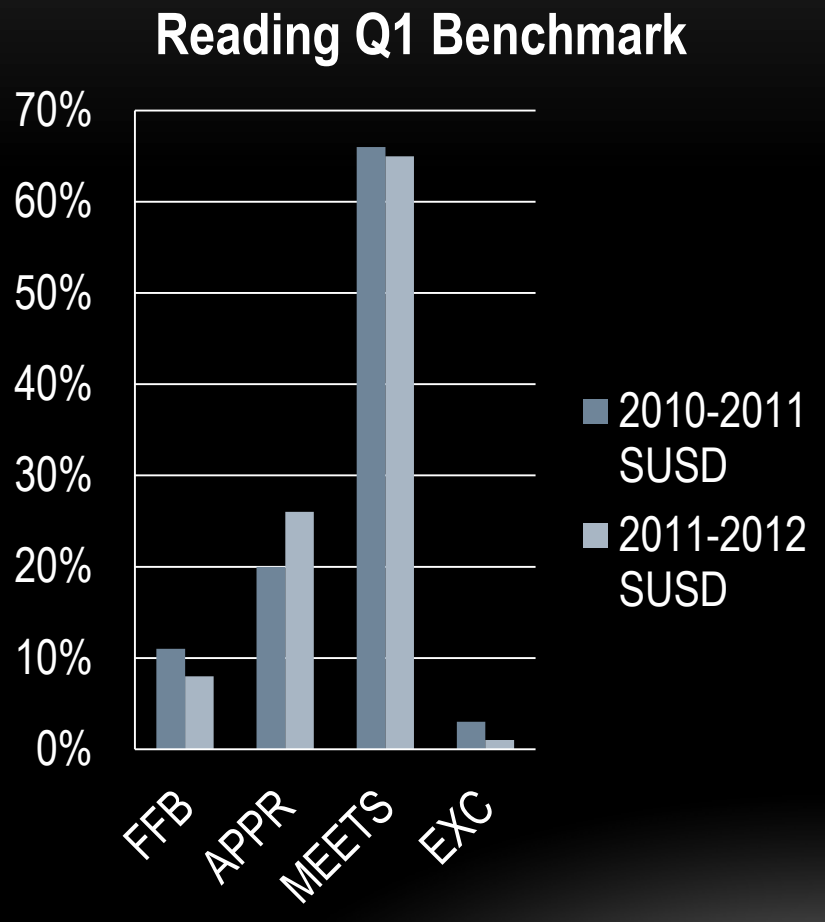


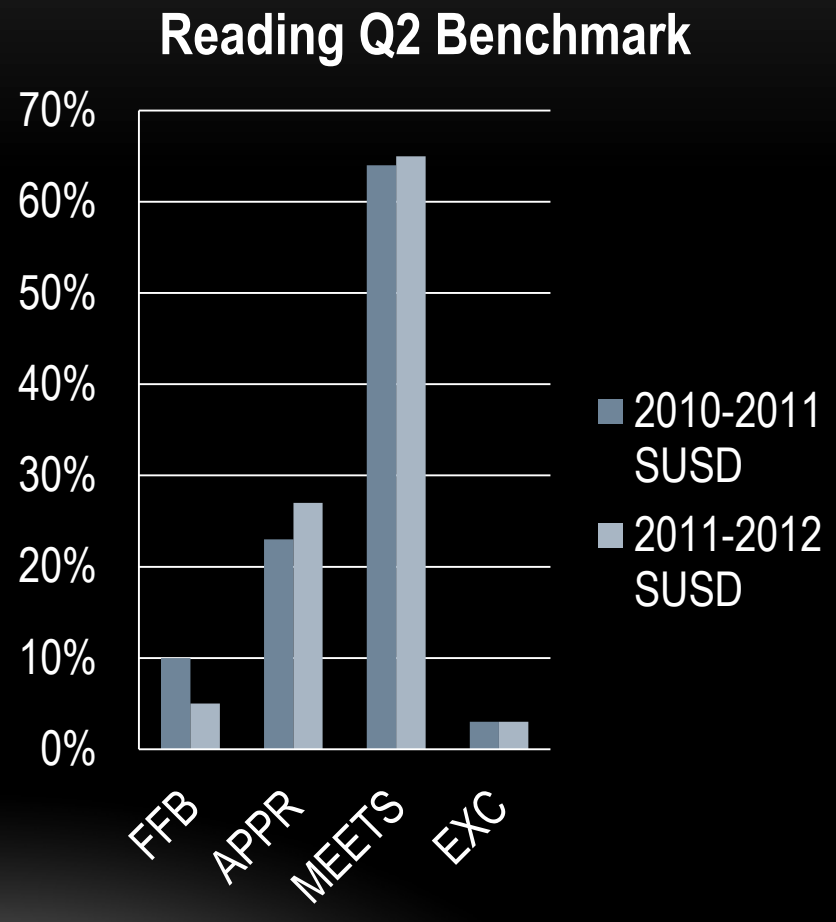
RESULTS: FIRST YEAR ALGEBRA BENCHMARKS



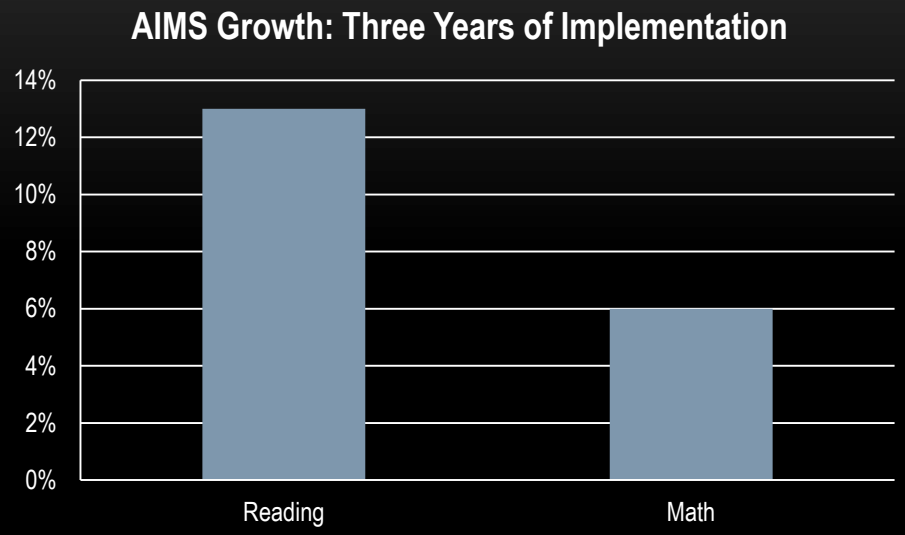


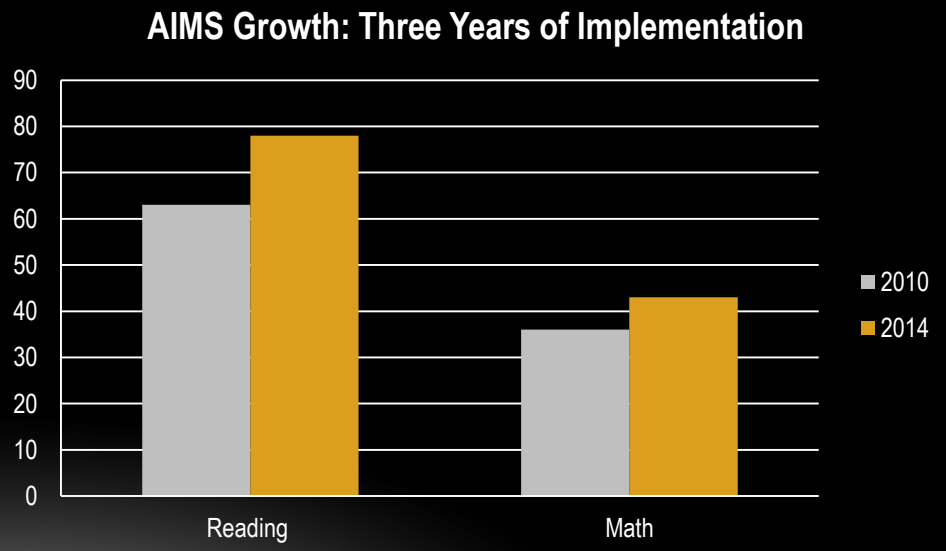
RESULTS: FIRST YEAR READING BENCHMARKS





STATE TEST RESULTS





POSITIVE IMPACT

- Connectivity: *Student to Student, Student to Teacher, and Teacher to Teacher*
- Retention
- Collegiality
- Builds Teacher Leadership
- Fosters Staff Ownership
- Reduced Teacher Turn Over
- Significant Decrease in Discipline Referrals

Have you Made A Connection?

SMILEY FACES:
FOR ANY TIME A CONNECTION IS MADE REGARDING ACADEMICS
OTHER STICKERS:
ANY TIME A CONNECTION IS MADE
ETC

MAKES

RIGOR
RELEVANCE
RELATIONSHIPS

POSSIBLE